



# St Ives North Public School

## EAL/D Program

St Ives North Public School is committed to providing all students learning English as an additional language or dialect (EAL/D) with the support to acquire English language proficiency and the skills necessary to function effectively as 21<sup>st</sup> Century learners.

St Ives North Public School utilise direct, collaborative, parallel and resource modes of delivery to meet the linguistic and educational needs of all students who are learning English as an additional language/dialect. EAL/D students are further supported by the creation of a safe and supportive environment, to meet their social, emotional and behavioural needs.

### Identifying EAL/D Students

Students at St Ives North Public School come from diverse linguistic and cultural backgrounds. EAL/D students attend school with varying levels of knowledge of one or more language/dialects. Some EAL/D students have been born in Australia but their first language is a language other than English, while others have been born overseas and then move to Australia, either permanently or on temporary visas. EAL/D students may come to school with different experiences and expectations of education, depending on cultural values and expectations, as well as previous schooling experiences including interruption to schooling because of trauma. Some EAL/D students may have some print literacy skills in their home language, while others have little or no experience with print. Print literacy in their first language may also be dramatically different to print literacy in English (e.g. directionality of print, logographic writing system), resulting in an added challenge when learning English.

EAL/D students include:

- ✓ Aboriginal and Torres Strait Islander students
- ✓ Students on temporary visas in Australia (e.g. business)
- ✓ Students born outside Australia (and/or or living in countries) where SAE (Standard Australian English) is not used
- ✓ Students born in Australia to migrants and refugees
- ✓ Students that are exposed to languages other than English at home
- ✓ Students born in Australia but who have spent (or spend) a significant amount of time overseas in countries where SAE is not used
- ✓ EAL/D learners may also have other challenges such as emotional and social difficulties, learning difficulties, PTSD and behavioural difficulties
- ✓ EAL/D learners may be also gifted and talented learners

At St Ives North Public School, students' experiences and exposure to languages other than SAE is collected upon enrolment.

### **EAL/D Students with Additional Needs**

#### ❖ **Newly arrived students**

Newly arrived students are a diverse cohort and can include students from refugee backgrounds, students with limited literacy due to disrupted schooling or they can be migrant students with continuous schooling and advanced language and literacy skills in their first language.

At St Ives North, newly arrived EAL/D students are supported through an orientation program, with teachers incorporating strategies to address basic language needs and provide students with a safe and supportive learning environment. Once settled, students are assessed by EAL/D specialist teachers in order to determine needs and mode of EAL/D support.

❖ **Gifted and talented EAL/D students**

The Gifted and Talented Policy states that gifted and talented students are found in all communities, regardless of their ethnic, cultural or socio-economic characteristics. The gifted population includes students who are underachieving and those who have a disability. It also includes EAL/D students. The policy implementation strategies stress that the recognition of gifts and the development of particular talents may be affected by a student's cultural identity. Gifts and talents need to be viewed from multiple perspectives reflecting the values and beliefs of different communities.

At St Ives North Public School, the process of identifying students as gifted and talented is inclusive, culturally fair and takes into consideration English language proficiency.

❖ **EAL/D students with disability**

Gathering comprehensive information about a student and their competence across all modes of language can assist teachers to compile a student profile, in order to distinguish between language needs and learning difficulties or disability. Information about a student's first language competence can also provide an idea of potential in English. EAL/D students with clearly identified learning difficulties or disabilities still need assistance to develop their English language proficiency as well as accessing Learning and Support resources available in schools. Limited English language proficiency or behaviours associated with resettlement may delay diagnosis or assessment.

At St Ives North Public School, EAL/D students with disability are supported to access services and resources to ensure participation and success at school. A broad range of observations and assessments are used to identify and support individual student needs.

❖ **Aboriginal and Torres Strait Islander EAL/D learners**

Aboriginal students in NSW Public schools come from a range of cultural and linguistic backgrounds. The majority of NSW Aboriginal students do not speak an Aboriginal language as their main language of everyday use however cultural and linguistic continuities do persist in the ways that Aboriginal people communicate and in their continued use of Aboriginal English. Teachers need to be aware that for many Aboriginal students, Standard Australian English is not the main home dialect of English that the students use. Teachers need to explicitly teach SAE structures to Aboriginal students who speak Aboriginal English as their main home dialect. Teachers need to be aware of the home dialects that Aboriginal students may bring to school and value these dialects as legitimate forms of communication.

## **Teaching and Assessing EAL/D Students**

EAL/D students are simultaneously

- Learning English
- Learning about English
- Learning through English

EAL/D students need to both learn English and learn through English in order to participate effectively in the classroom, in the playground and in society. EAL/D students require the implementation of quality teaching and learning programs to build their knowledge of the English language and provide them with the skills to achieve academically.

### **The Quality Teaching Framework**

Effective teaching and learning that supports EAL/D students, is underpinned by the Quality Teaching Framework. The following areas are particularly important for EAL/D students:

#### *Intellectual quality*

- Substantive communication
- Metalinguage

#### *Quality learning environment*

- High expectations
- Social support

#### *Significance*

- Background knowledge
- Cultural knowledge
- Inclusivity

At St Ives North Public School, classroom and EAL/D specialist teachers collaboratively plan teaching and learning programs that take into account language and cultural considerations, and utilise EAL/D pedagogy, in order to support and engage EAL/D students in quality learning experiences.

### **The EAL/D Learning Progression**

EAL/D students can be categorised into broad phases, which are set out in ACARA's EAL/D Learning Progression. This document broadly describes the characteristics of an EAL/D learner at certain stages of their English learning. Individual students will move through these phases at different rates. Students can also be at different phases, across different modes.

#### ❖ **Beginning English:**

Students are learning English for the first time, and rely on visual cues and gestures to help meet their learning needs and begin to engage in simple classroom activities. Students in the beginning phases of learning English can fall under to sub-categories: students who have limited or no exposure to print literacy (LPL) in their first language, and students who have an age-appropriate understanding of print literacy in their first language (SPL). The focus of teaching is assisting students to develop foundation skills in English.

- ❖ **Emerging:** Students can speak one or more languages, including basic English, and have a growing knowledge of print literacy in English. They understand and participate in classroom behaviours and school routines. Students are able to produce simplified written and spoken English with teacher assistance. The focus of teaching is assisting students to engage with grade curriculums and outcomes.

- ❖ **Developing:** Students can speak one or more languages, including functional English. They have a developing knowledge of print literacy in English and are active participants in class routines. Students produce increasingly extended pieces of spoken and written English, and are developing their use of English grammar and vocabulary. The focus of teaching is assisting students to begin to meet grade appropriate outcomes.
- ❖ **Consolidating:** Students can speak one or more languages and have a sound knowledge of English. They are increasingly independent participants in classroom and school routines. Students understand and are able to produce spoken and written texts, for a range of specific purposes. They have the language skills in English to meet many of the achievement standards for their year level. Consolidating does not mean that students are proficient.

At St Ives North Public School, the EAL/D Learning Progression is used by classroom teachers and EAL/D specialist teachers to identify, support and report on, students' progress in learning English.

### **The ESL Scales**

The ESL Scales is an assessment and reporting framework used to describe the English language and literacy competence of EAL/D students. Outcomes and pointers describe English language acquisition in the school context in the three areas of Oral Interaction, Reading and Responding and Writing across a number of levels from beginners to a level approaching first language speaker competence. Students may be at different levels across and within the strands and organizers of the scale. Use of the ESL Scales enables teachers to identify the English learning achievements of their EAL/D students and track their English learning progress. .

At St Ives North Public School, the ESL Scales are used by classroom teachers and EAL/D specialist teachers to monitor individual student language needs in order to plan and implement differentiated teaching programs and organise modes of EAL/D support.

### **Reporting to Parents**

At St Ives North Public School, it is the responsibility of Classroom and EAL/D specialist teachers, to provide parents of students learning English as an additional language/dialect with information about their child's English language proficiency and how the school has supported their language development.

#### **Classroom teachers are responsible for:**

- engaging with supporting documents to identify level of EAL/D students' proficiency and support students' English language learning.
- Providing a written comment about how the EAL/D student's English language learning has been supported, and progress made based on the EAL/D Learning Progression.

#### **EAL/D specialist teachers are responsible for:**

- Collaborating with classroom teachers to make a judgement about the EAL/D Learning Progression phase in each language mode to determine the overall EAL/D Learning progression phase.
- Providing a separate written EAL/D report detailing how EAL/D support has been delivered and the development of students' progress, reported against the ESL Scales.

At St Ives North, EAL/D students are flagged on sentral and are monitored collaboratively using the established "EAL/D continuum." This continuum is based around the ESL Scales, and EAL/D Learning Progressions, facilitating accurate collection of data on students' language proficiency.

## **Organisation and Responsibilities**

EAL/D students at St Ives North Public School are supported through specialist EAL/D programs delivered through:

- **Direct teaching:** small group or individual withdrawal, targeting basic interpersonal and communicative skills.
- **Parallel teaching:** small group teaching targeting cognitive academic language proficiency in order to provide students access to age-appropriate curriculum concepts and content.
- **Collaborative teaching:** EAL/D Specialist Teachers collaboratively plan and team-teach with classroom teachers, to support EAL/D students to engage with curriculum content. This involves collaboratively developing assessment modifications.
- **Resource mode:** EAL/D specialist teacher's expertise is used to build classroom teacher capacity to understand and cater to the varying needs of their EAL/D students.

At St Ives North Public School, all school staff are responsible for creating and maintaining non-racist, non-discriminatory learning environments that are both culturally and linguistically inclusive.

All teachers are expected to use culturally and linguistically inclusive strategies that support EAL/D learners to participate in classroom activities. EAL/D learners should be encouraged and supported to participate in all aspects of the school community.

### **Classroom teachers are responsible for:**

- understanding the needs of their EAL/D students
- identifying EAL/D students' English language proficiency using the *EAL/D Learning Progression*.
- developing and implementing differentiated teaching programs, practices and strategies that address the English language and literacy learning needs of EAL/D students in curriculum areas
- engaging in professional learning focussing on EAL/D pedagogy
- working collaboratively with EAL/D specialist teachers, counsellors and other personnel to ensure appropriate support, assessment and reporting for their EAL/D students.

### **EAL/D specialist teachers are responsible for:**

- identifying EAL/D students, assessing their English language proficiency and prioritising their need for EAL/D support
- providing advice on appropriate modes of delivery for the school's EAL/D support strategy, based on identified EAL/D needs
- planning and teaching EAL/D programs to meet the English language needs of EAL/D students using principles and practices of EAL/D differentiation
- assessing, monitoring and reporting on EAL/D students' English learning progress with reference to the *ESL Scales* and *EAL/D Learning Progression*
- working collaboratively with class teachers to develop programs, practices and resources which support the English language and literacy learning of EAL/D students across curriculum areas
- assisting in the maintaining of accurate and complete EAL/D student data in ERN
- providing advice, professional support and leadership to school executive and other teachers on principles and practices of second language acquisition and differentiation to support English language learning for EAL/D students.

## EAL/D Program Organisation

Grade	Supervising EAL/D Specialist Teacher	Responsibilities
Kindergarten		Supervising EAL/D Specialist Teachers are responsible for enrolment data, assessment for and of learning, reporting, co-operative planning and student welfare, for their allocated grades.  See below for more detail.
Year 1		
Year 2		
Year 3		
Year 4		
Year 5		
Year 6		
New Arrivals	<p><b>EAL/D specialist teachers</b> are responsible for checking the accuracy of enrolment data and ERN.</p> <p><b>EAL/D Specialist Teachers</b> are responsible for collating enrolment data into student profile, and distributing ESL scale monitoring document to classroom teachers.</p> <p><b>EAL/D Specialist Teachers</b> are responsible for assessment of new arrivals upon enrolment, to determine mode of support.</p> <p><b>Classroom teachers</b> are responsible for delivering of orientation program, to support basic survival needs within the first few weeks of school.</p>	
Assessment for learning	<p><b>EAL/D Specialist Teachers and classroom teachers</b> are responsible for collaboratively monitoring EAL/D students’ progress, using the ESL scales.</p> <p><b>EAL/D Specialist Teachers</b> are responsible for assessing across grade needs, at the beginning of each term, in order to select an appropriate mode of EAL/D support.</p>	
Cooperative planning and teaching	<p><b>EAL/D Specialist Teachers and classroom teachers</b> are responsible for collaboratively developing programs to ensure that all units across all KLAs address language and cultural considerations, include the ESL Scales, as well as EAL/D Specialist Teachers providing expertise in scaffolding, strategies and resources for differentiation.</p> <p><b>EAL/D Specialist Teachers</b> are responsible for assisting classroom teachers in planning adjustments for beginning/emerging students, using the ESL scales to assist them to access curriculum outcomes.</p>	
Assessment of learning Reporting	<p><b>EAL/D Specialist Teachers</b> are responsible for assessment of beginning/emerging at least once a term (running record, phonemic awareness assessment, utilising written and oral assessment samples).</p> <p><b>Classroom Teachers</b> are responsible for reporting on the EAL/D Learning Progression phase, on mainstream reports. This data is derived from assessment of EAL/D students against the ESL scales, in collaboration with EAL/D specialist teachers.</p> <p><b>EAL/D Specialist Teachers</b> are responsible for reporting against the ESL Scales, for those students receiving intensive support.</p>	

	<p><b>Classroom and EAL/D teachers</b> are responsible for continuously monitoring beginning/emerging students throughout the year.</p> <p><b>Classroom teachers</b> are responsible for completing ESL scale continuums twice a year (term 2 and term 4). <b>EAL/D teachers</b> are responsible for using this data to update ERN/complete annual surveys.</p>
<b>Student welfare</b>	<p><b>EAL/D teachers</b> are responsible for attending grade meetings.</p> <p><b>Classroom teachers and EAL/D teachers</b> are responsible for collaboratively developing support procedures for students identified as having additional needs, in terms of emotional, social, and behavioural.</p> <p><b>EAL/D specialist teachers</b> are responsible for attending learning support meetings, when EAL/D students are a concern.</p> <p><b>Classroom teachers, EAL/D teachers and Learning Support Team</b> are responsible for collaboratively developing support procedures for those students identified as having a disability.</p> <p><b>EAL/D Specialist teachers/ EAL/D Supervisor</b> to organise interpreter services to assist in communicating with parents or carers who have limited English language proficiency.</p>
<b>Department administration</b>	<b>EAL/D teachers</b> are responsible for submitting the EAL/D annual survey and NAP supplementation forms.
	<b>Term 1</b>
	<ul style="list-style-type: none"> <li>• <b>EAL/D Specialist Teachers and Classroom Teachers</b> to collaboratively develop Term 1 programs with Stages to ensure that all units across all KLAs address language and cultural considerations, inclusion of ESL Scales, as well as EAL/D Specialist Teachers providing expertise in scaffolding, strategies and resources for differentiation.</li> <li>• <b>EAL/D Specialist Teachers</b> to check accuracy of ERN data, based on enrolment forms.</li> <li>• <b>EAL/D Specialist Teachers</b> to collate ERN data to establish class profiles lists to inform Classroom Teachers of students' backgrounds/language proficiency.</li> <li>• <b>EAL/D Specialist Teachers</b> to assess New Arrivals and students who received support in 2018.</li> <li>• <b>EAL/D specialist teachers support classroom teachers</b> to engage with data from Sentral in order to develop an understanding of their LBOTE and EAL/D students.</li> <li>• <b>EAL/D Specialist Teachers</b> to use Learning Progression/Scale Data from Term 4, 2018, to establish modes of delivery for EAL/D support, forming and distributing timetables to classroom teachers.</li> </ul>
<b>Week 4- 7</b>	<ul style="list-style-type: none"> <li>• <b>EAL/D and Classroom Teachers</b> monitor EAL/D students, to ensure that students are accurately being assessed against the correct ESL Scale Level.</li> </ul>
<b>Weeks 7-10</b>	<ul style="list-style-type: none"> <li>• <b>EAL/D Specialist Teachers</b> Assess NA and students who received support in 2017</li> <li>• <b>Classroom Teachers</b> to complete EAL/D Learning Progression/ESL Scales to accurately inform reports.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>EAL/D teachers collaboratively work with classroom teachers</b> to update student data in sentral EAL/D continuums for students who receive direct (or a significant amount of) support.</li> <li>• <b>EAL/D teachers support classroom teachers</b> to interpret data from continuums.</li> <li>• <b>Classroom teachers and EAL/D teachers</b> set targets for EAL/D students based on their ESL Scale level.</li> </ul>
	<b>Term 2</b>
<b>Week 1</b>	<ul style="list-style-type: none"> <li>• <b>EAL/D Specialist Teachers</b> to check accuracy of new enrolment data against ERN.</li> <li>• <b>EAL/D Specialist Teachers</b> to assess new enrolments, Student language profiles and Scale documents compiled for new enrolments, and distributed to teachers.</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>EAL/D Specialist Teachers</b> to re-assess grade support and modes of delivery, forming and distributing timetables to classroom teachers.</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>EAL/D Specialist Teachers and Classroom Teachers</b> to collaboratively develop Term 2 programs to ensure that units of work address language and cultural considerations, include ESL Scales as well as EAL/D Specialist Teachers providing expertise in scaffolding, strategies and resources for differentiation.</li> </ul>
<b>Week 3 -5</b>	<ul style="list-style-type: none"> <li>• <b>EAL/D teachers</b> collate data from sentral to complete EAL/D Annual Survey</li> <li>• <b>EAL/D teachers provide Classroom teachers</b> with overall phase to be reported in Semester 1 reports.</li> </ul>
<b>Week 7-10</b>	<ul style="list-style-type: none"> <li>• <b>EAL/D Specialist Teachers and Classroom Teachers</b> to re-evaluate students' targets and use ESL Scale levels to backward map programs for following term.</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>EAL/D specialist teachers</b> use the ESL Scales to assess and comment on an EAL/D students' progress in English language learning for students who receive direct or significant support. This detailed report is in addition to classroom teacher's reporting on English language proficiency.</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>EAL/D teachers support classroom teachers</b> to complete reporting requirements for all students identified as learning EAL/D.</li> <li>• <b>Classroom teachers</b> provide comments for all students identified as EAL/D. Comments include information about the students' progress in English language learning and how they have been supported.</li> </ul>
	<b>Term 3</b>
<b>Week 1</b>	<ul style="list-style-type: none"> <li>• <b>EAL/D Specialist Teachers and classroom teachers</b> to collaboratively develop Term 3 programs to ensure that units of work address language and cultural considerations, include ESL Scales as well as EAL/D Specialist Teachers providing expertise in scaffolding, strategies and resources for differentiation.</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>EAL/D Specialist Teachers</b> to check accuracy of new enrolment data against ERN.</li> <li>• <b>EAL/D Specialist Teachers</b> to assess new enrolments, Student language profiles and Scale documents compiled for new enrolments, and distributed to teachers.</li> </ul>



	<ul style="list-style-type: none"> <li>• <b>EAL/D Teachers</b> to re-assess grade support and modes of delivery, forming and distributing timetables to classroom teachers.</li> </ul>
<b>Week 8-9</b>	<ul style="list-style-type: none"> <li>• <b>EAL/D Teachers</b> assess beginning/emerging students across the school.</li> <li>• <b>EAL/D and Classroom Teachers</b> to re-evaluate students' targets, to inform Term 4 program and parent-teacher interview</li> </ul>
	<b>Term 4</b>
<b>Week 1</b>	<ul style="list-style-type: none"> <li>• <b>EAL/D Specialist Teachers and classroom teachers</b> collaboratively develop Term 4 programs to ensure that units of work address language and cultural considerations, include ESL Scales, as well as EAL/D Specialist Teachers providing expertise in scaffolding, strategies and resources for differentiation.</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>EAL/D Teachers</b> to re-assess grade support and modes of delivery, forming and distributing timetables to classroom teachers.</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>EAL/D Specialist Teachers</b> to check accuracy of new enrolment data against ERN.</li> <li>• <b>EAL/D Specialist Teachers</b> to assess new enrolments, Student language profiles and Scale documents compiled for new enrolments, and distributed to teachers.</li> </ul>
<b>Week 3-4</b>	<ul style="list-style-type: none"> <li>• <b>Classroom Teachers</b> to complete EAL/D Learning Progression/ESL Scales to accurately inform reports.</li> <li>• <b>EAL/D teachers collaboratively work with classroom teachers</b> to update student data in sentral EAL/D continuums for students who receive direct (or a significant amount of) support.</li> </ul>
<b>Week 5-6</b>	<ul style="list-style-type: none"> <li>• <b>EAL/D teachers</b> collate data collected from Sentral and distribute progression levels to classroom teachers for reports.</li> <li>• <b>EAL/D teachers support classroom teachers</b> to complete reporting requirements for all students identified as learning EAL/D.</li> <li>• <b>EAL/D Specialist Teachers</b> collaborate with Kindergarten team, visiting pre-schools and communicating to parents about language support at Kindy orientation.</li> </ul>
<b>Week 7-10</b>	<ul style="list-style-type: none"> <li>• <b>Classroom teachers</b> report on the EAL/D phase of all students identified as learning EAL/D. Reports also include comments which provide information about the students' progress in English language learning and how they have been supported.</li> <li>• <b>EAL/D specialist teachers</b> use the ESL Scales to assess and comment on an EAL/D students' progress in English language learning for students who receive direct or significant support. This detailed report is in addition to classroom teacher's reporting on English language proficiency.</li> <li>• <b>EAL/D Specialist Teachers and Classroom Teachers</b> use Learning Progression/Scale Data from Term 4, 2019 to inform class formation for 2020</li> <li>• <b>EAL/D Specialist teachers</b> to assist in future planning and development of resources to support 2020.</li> </ul>

## NSW EAL/D Policy Document Links:

[www.det.nsw.edu.au/policies/curriculum/schools/esl\\_guide/pd04\\_23\\_ESL\\_Guidelines.pdf](http://www.det.nsw.edu.au/policies/curriculum/schools/esl_guide/pd04_23_ESL_Guidelines.pdf)

[www.det.nsw.edu.au/policies/student\\_serv/equity/comm\\_rela/implementation\\_1\\_PD20050234.shtml](http://www.det.nsw.edu.au/policies/student_serv/equity/comm_rela/implementation_1_PD20050234.shtml)

[www.det.nsw.edu.au/policies/student\\_serv/equity/comm\\_rela/PD20050234.shtml?level=Schools&categories=Schools%7Caccess+%26+equity%7Cmulticultural](http://www.det.nsw.edu.au/policies/student_serv/equity/comm_rela/PD20050234.shtml?level=Schools&categories=Schools%7Caccess+%26+equity%7Cmulticultural)

[www.det.nsw.edu.au/multicultural-education](http://www.det.nsw.edu.au/multicultural-education)

<https://policies.education.nsw.gov.au/policy-library/associated-documents/policystandards161006.pdf>

[www.det.nsw.edu.au/multicultural-education/english-as-an-additional-language/dialect/resources](http://www.det.nsw.edu.au/multicultural-education/english-as-an-additional-language/dialect/resources)